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ABSTRACT

The study of the social sciences includes: history, civics, geography, and economics to prepare students for responsible citizenship. The Oregon state standards for social sciences sets out common curriculum goals, content standards, information for Benchmark 1 (grade three), Benchmark 2 (grade five), Benchmark 3 (grade eight), and Certificate of Initial Mastery (CIM). The document is designed in a grid format. It outlines civics and government standards; economics standards; geography standards; history standards (divided into historical skills, world history, U.S. history, and state and local history); and a social science analysis standard. (BT)

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Oregon Social Sciences Standards

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Oregon Department of Education
255 Capitol Street NE Salem, OR 97310-0203
Phone: (503) 378-3569 TDD: (503) 378-2892
Fax: (503) 378-5156

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Oregon Social Sciences Standards

April 26, 2001

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The study of the social sciences (history, civics, geography, and economics) prepares students for responsible citizenship. It enables students to evaluate historical and contemporary issues, understand global relationships, and make connections between past, present, and future.

CIVICS AND GOVERNMENT: Understand and apply knowledge about government and political systems, and the rights and responsibilities of citizens.

Common Curriculum Goals	Content Standards	Benchmark I Grade 3	Benchmark II Grade 5	Benchmark III Grade 8	CIM
Understand the origins, purposes and functions of U.S. government, including the structure and meaning of the U.S. Constitution.	Understand the purposes of government and the basic constitutional principles of the United States republican form of government.	Identify essential ideas and values expressed in national symbols, heroes, and patriotic songs of the United States.	Identify essential ideas of our republican form of government as expressed in the Declaration of Independence and the Constitution.	Understand the purposes of government as stated in the Constitution and the specific provisions that limit the power of government in order to protect the rights of individuals.	Understand the purpose of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution.
			Eligible Content: *Know the concept of "rule of law."*	*Eligible Content:* *Distinguish the purposes of government as stated in the Preamble.* *Understand how the power of government is limited in the United States.* *Recognize the provisions of the Bill of Rights (Amendments 1-10) that protect individual rights.*	*Eligible Content:* *Understand the "supremacy clause" of the U.S. Constitution as a means of resolving conflicts between state and federal law.* *Understand the concept of judicial review as a means of resolving conflict over the interpretation of the Constitution and the actions of government.* *Understand how to amend the U.S. Constitution and the Oregon Constitution including how amendments may be introduced, what is required for passage, and how the process accommodates changing needs and the preservation of values and principles.*
Understand the organization, responsibilities, and interrelationships of local, state, and federal governments in the United States.	Understand the responsibilities and interrelationships of local, state, and national government in the U.S.		Identify the primary functions of federal, state, and local governments.	Identify and distinguish how powers and responsibilities are distributed and balanced among the federal, state, and local levels.	Understand the interrelationship between local, state, and federal government.

Common Curriculum Goals	Content Standards	Benchmark I Grade 3	Benchmark II Grade 5	Benchmark III Grade 8	CIM
			Eligible Content: *Identify public safety, transportation, education, and recreation as responsibilities of local governments.* *Know how laws are made.*	*Eligible Content:* *Identify the power and/or responsibility of each level of government.* *Understand how laws are made and enforced at the federal, state, and local levels.*	*Eligible Content:* *Understand the primary function the federal, state, and local levels of government and how the actions of one influence the workings of the others.* *Understand how federalism creates shared and reserved powers at each level of government.*
Understand the roles of the three branches of government and explain how their powers are distributed and shared.	Understand the roles and powers of the executive, legislative, and judicial branches.		Understand the roles and responsibilities of the three branches of government.	Understand the powers of each branch of government as stated in the Constitution.	Understand how the branches of government have powers and limitations.
			Eligible Content: *Name and distinguish the primary function of each branch of government at the federal and state levels.*	*Eligible Content:* *Understand the basic idea of checks and balances of each branch of the federal government.* *Identify the legislative, executive, and judicial institutions at each level of government.* *Understand the powers and responsibilities of the Executive Branch of government.* *Understand how courts are organized by level and jurisdiction, and that law is divided into Constitutional Law, criminal law, and civil law.*	*Eligible Content:* *Understand how laws are developed and applied to provide order, set limits, protect basic rights, and promote the common good.* *Understand the process by which laws are developed at the federal level, and key differences between how laws are developed at the federal level and in Oregon.* *Identify and understand the powers and limits to power of the Presidency.*
Understand personal and political rights of citizens in the United States.	Understand the roles, rights, and responsibilities of citizens in the United States.	Identify rights that people have in their communities.	Identify the rights of U.S. citizens.	Understand citizens' rights and how the Constitution protects those rights.	Understand the role of the courts and of the law in protecting the rights of U.S. citizens.
			Eligible Content: *Identify basic rights that are given to citizens of the United States.*	*Eligible Content:* *Identify and understand the rights of citizens guaranteed under the Bill of Rights.*	*Eligible Content:* *Understand how the Bill of Rights offers protection of individual rights and how rights*

Common Curriculum Goals	Content Standards	Benchmark I Grade 3	Benchmark II Grade 5	Benchmark III Grade 8	CIM
			States.	*under the Bill of Rights.*	*are limited for the benefit of the common good.* *Understand the role of due process in the protection of individuals.* *Understand how the rights of citizens have been augmented by case law decisions.*
Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).	Understand the participatory obligations of U.S. citizens.	Identify ways that people can participate in their communities and the responsibilities of participation.	Understand how citizens can learn about public issues.	Understand how citizens can make their voices heard in the political process.	Understand the civic responsibilities of U.S. citizens and how they are met.
			Eligible Content: *Identify and give examples of resources that provide information about public issues.*	*Eligible Content:* *Identify and give examples of ways that citizens can let their opinions be known in the political process.*	*Eligible Content:* *Identify the responsibilities of citizens in the United States and understand what an individual can do to meet these responsibilities.*
Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations.	Understand how individuals, groups, and international organizations influence government.		Identify and give examples of how individuals can influence the actions of government.	Identify and give examples of how groups and organizations can influence the actions of government.	Understand how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.
			Eligible Content: *Identify and give examples of actions citizens can take to influence government policy and decision-making.*	*Eligible Content:* *Identify and give examples of how groups and organizations can influence government policy or decisions and describe how these actions can lead to such influence.*	*Eligible Content:* *Understand how U.S. political parties have influenced government policy and decisions.* *Understand the causes, course, and impact of the civil rights/equal rights movements.* *Understand the Constitutional changes that resulted from*

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Common Curriculum Goals	Content Standards	Benchmark I Grade 3	Benchmark II Grade 5	Benchmark III Grade 8	CIM
					major events in the 20th century.
Understand how nations interact with each other, how events and issues in other countries can affect citizens in the United States, and how actions and concepts of democracy and individual rights of the United States can affect other peoples and nations.	Understand how the United States government relates and interacts with other nations.	Distinguish local and world issues.	Recognize and give examples of how nations interact with one another through trade, diplomacy, cultural contacts, treaties, and agreements.	Understand how actions of the U.S. government affect citizens of both the United States and other countries.	Understand the purposes and functions of major international organizations and the role of the United States in them.
			Eligible Content: *Know how the United States makes treaties with other nations, including Indian nations.* *Know how nations demonstrate good will toward other nations in a variety of ways.*	*Eligible Content:* *Know how the U.S. government affects citizens of other countries.* *Know how U.S. government actions with other nations affect citizens of the United States.*	*Eligible Content:* *Understand and give examples of how international organizations influence policies or decisions.* *Understand the purposes and functions of the United Nations, and the role of the United States in the United Nations.* *Understand the purpose and function of international humanitarian agencies and special interest advocacy groups, and how the United States interacts with people in other nations through these organizations.*
Analyze major political systems of the world.	Understand that there are different ways for governments to be organized and to hold power.		Understand that there are different ways for governments to be organized.	Understand various forms of government.	Understand how various forms of government function in different situations.
			Eligible Content: *Recognize that governments are organized in different ways.*	*Eligible Content:* *Compare and contrast various forms of government to the United States' government.*	*Eligible Content:* *Compare and contrast how various forms of government function in similar and different situations.*
Analyze the concepts of political power, authority, conflict, and conflict management.					

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Social Sciences

ECONOMICS: Understand economic concepts and principles and how available resources are allocated in a market economy.

Common Curriculum Goals	Content Standards	Benchmark I Grade 3	Benchmark II Grade 5	Benchmark III Grade 8	CIM
Understand that resources are limited (e.g., scarcity).	Understand the economic concept of scarcity.	Understand that limited resources make economic choice necessary.	Understand that all economic choices have costs and benefits, and compare options in terms of costs and benefits.	Understand incentives in a market economy that influence individuals and businesses in allocating resources (time, money, labor, and natural resources).	Understand how specialization and competition influence the allocation of resources.
			Eligible Content: *Know that whenever a choice is made, there is a cost.*	*Eligible Content:* *Know that people respond predictably to positive and negative incentives.*	*Eligible Content:* *Understand how specialization increases efficiency, potential output, and consumer well being, but may have negative side effects.*
Understand economic trade-offs and how choices result in both costs and benefits to individuals and society.	Understand how trade-offs and opportunity costs are decisions that can be measured in terms of costs and benefits.		Identify and give examples of the concepts of "trade-off" and "opportunity costs".	Understand how trade-offs and opportunity costs can be identified and measured.	Understand a cost-benefit analysis of economic choices.
			Eligible Content: *Identify and give examples of consequences of economic choices in terms of trade-off and opportunity cost.* *Understand the difference between "needs" and "wants" and their relationship to economic trade-offs.*	*Eligible Content:* *Know and give examples of how changes in the economy impose costs on some and benefits on others because they arbitrarily redistribute purchasing power.* *Distinguish between "needs" and "wants" in the U.S. and other countries of the world, and the impact of the media.*	*Eligible Content:* *Compare and contrast the allocation of goods and services in market and command economies.* *Understand how people make decisions by analyzing economic conditions and changes.*
Understand how conditions in an economy influence and are influenced by the decisions of consumers, producers, economic institutions, and government.	Understand the concept of supply and demand.		Understand how supply and demand influence price, and how price increases or decreases influence the decisions of consumers.	Understand how price is an incentive for both buyers and producers/sellers in the marketplace.	Understand how consumer demand and market price directly impact one another.
			Eligible Content: *Understand that prices rise and fall depending on supply and demand.*	*Eligible Content:* *Understand how supply and demand respond predictably to changes in economic*	*Eligible Content:* *Understand that competition among sellers leads to lower prices and impacts production.*

These standards were adopted by the State Board of Education in April, 2001.
Students will first be accountable for meeting these standards in the Spring 2004 assessment.

Common Curriculum Goals	Content Standards	Benchmark I Grade 3	Benchmark II Grade 5	Benchmark III Grade 8	CIM
			and demand.	*circumstances.*	*prices and impacts production.* *Understand that competition among buyers increases prices and allocates goods and services only to those who can afford them.*
Understand economic concepts, principles, and factors affecting the allocation of available resources in an economy.	Understand and evaluate the underlying philosophies and characteristics of various economic systems, including that of the U.S. economy.			Understand how decisions regarding what to produce, how to produce, and for whom to produce are answered in various economic systems.	Evaluate different economic systems, comparing advantages and disadvantages of each.
				Eligible Content: *Understand how decisions about production are made in traditional, capitalist, and command economies.*	*Eligible Content:* *Use cost-benefit analysis to compare and contrast economic systems.*
Understand the role of government and institutions (i.e., banks, labor unions) in various economic systems in an economy.	Understand the role of government and institutions in an economy.			Understand how banks function within the economy.	Understand how government can affect the national economy through policy. Understand how government can affect international trade through tariffs, quotas and trade agreements.
				Eligible Content: *Identify and give examples of the services of a bank and know the role of banks in the economy.*	*Eligible Content:* *Understand how government responds to problems in the economy (rapid inflation or rising unemployment) with fiscal and/or monetary policies.* *Identify and give examples of ways that the U.S. government can affect the economy through legislation or policy decisions.* *Identify tariffs, quotas, and trade agreements and understand the consequences of their use on the economy.*
Understand the interdependence of the global economy and the role played by the United States.	Understand how the United States economy relates and interacts with other nations.		Recognize examples of how nations interact economically.	Identify and give examples of how the United States economy affects citizens of both the United States and other countries	Understand the purposes and functions of major international economic organizations and the role of the United States in them.

Common Curriculum Goals	Content Standards	Benchmark I Grade 3	Benchmark II Grade 5	Benchmark III Grade 8	CIM
			Eligible Content: *Recognize that nations interact through trade.*	*Eligible Content:* *Give examples of how the United States economy affects citizens of the United States.* *Give examples of how the United States economy affects citizens of other countries.*	*Eligible Content:* *Understand the purpose and function of international economic agencies and groups and how the United States interacts with people in other nations through these groups.*
Understand how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	Understand the purpose and functions of money in the economy.		Identify the characteristics of money and the advantages of its use over barter.	Understand the function of money.	Understand how money makes saving and borrowing easier.
			Eligible Content: *Distinguish between "barter" and "money" and how they facilitate the exchange of goods.*	*Eligible Content:* *Understand how money functions as a means of exchange, a store of value, and a measure of value.*	*Eligible Content:* *Understand how money functions in the banking system and as part of fiscal policy.*
Apply economic concepts and principles to issues of personal finance.	Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy.	Identify ways of making money to buy a desired product and what it will cost in time and energy for each option.	Understand the processes of earning, saving, spending, budgeting, and record keeping in money management.	Understand factors that determine personal income and predict future earnings, based on plans for education and training.	Understand the potential risks and returns of various investment opportunities, including entrepreneurship, in a market economy.
			Eligible Content: *Recognize that people earn income by exchanging their labor for wages and salaries.* *Recognize that savings are the part of income not spent on taxes or consumption.* *Recognize that spending involves exchanging money for goods or services.* *Recognize that a budget is a record-keeping plan for managing income and*	*Eligible Content:* *Understand how a wage or salary is the price of labor, and is usually determined by the supply and demand for labor.* *Understand that people's incomes, in part, reflect choices they have made about education, training, skill development, and careers.* *Understand how workers can increase their productivity by improving their skills or by using tools and machinery.*	*Eligible Content:* *Identify and give examples of potential incentives and disincentives of entrepreneurship.* *Identify and give examples of potential risks and returns of economic decisions under various economic conditions.* *Understand the risks and benefits to the use of credit.*

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			spending.	*tools and machinery.*	
			Understand how banks and credit unions serve savers and borrowers.	Understand different ways that people invest and save.	
			Eligible Content: *Understand how interest creates incentives for borrowing and saving.*	*Eligible Content:* *Understand that banks and credit unions are institutions where people save money and earn interest, and where other people borrow money and pay interest.* *Understand that stocks, bonds, and other investments are ways people earn money.*	

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Social Sciences

GEOGRAPHY: Understand and use geographic skills and concepts to interpret contemporary and historical issues.

Common Curriculum Goals	Content Standards	Benchmark I Grade 3	Benchmark II Grade 5	Benchmark III Grade 8	CIM
Understand the spatial concepts of location, distance, direction, scale, movement, and region.	Understand and use spatial concepts of geography.	View and draw simple maps and pictures to locate, describe, and show movement among places.	Define basic geography vocabulary such as concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams.	Understand fundamental geography vocabulary such as concepts of distance, latitude, longitude, interdependence, accessibility, and connections.	Understand and use geographic information using a variety of scales, patterns of distribution, and arrangement.
			Eligible Content: *Know and use basic map elements to answer geographic questions or display geographic information.*	*Eligible Content:* *Use maps, charts, and graphs to understand patterns of movement over time and space.*	*Eligible Content:* *Understand the advantages and disadvantages of using various geographic representations to depict and solve geographic problems.*
Use maps and other geographic tools and technologies to acquire, process, and report information from a special perspective.	Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.	Understand the purpose of maps, globes, and other geographic tools.	Examine and understand how to prepare maps, charts, and other visual representations to locate places and interpret geographic information.	Read, interpret, and understand how to construct geographic representations to analyze information, understand spatial relationships and compare places.	Interpret and evaluate information using complex geographic representations.
			Eligible Content: *Use maps and charts to interpret geographic information.* *Use other visual representations to locate, identify, and distinguish physical and human features of places and regions.*	*Eligible Content:* *Use maps, charts, graphs, and photographs to analyze spatial distributions and patterns.*	*Eligible Content:* *Use a variety of geographic representations to analyze information and draw conclusions about geographic issues.*
Locate major physical and human (cultural) features of the Earth.	Locate major physical and human features of the Earth.	Identify major physical features and describe how they are represented on maps, globes, and other tools.	Locate and identify on maps the continents of the world, the 50 states of the United States, and the major physical features of Oregon.	Locate and identify on maps and globes the regions of the world and their prominent physical features.	Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events.
			Eligible Content: *Identify the names of the continents and their relative*	*Eligible Content:* *Identify the location of major mountain ranges, deserts,*	*Eligible Content:* *Locate, identify and explain changes in countries over time.*

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Common Curriculum Goals	Content Standards	Benchmark I Grade 3	Benchmark II Grade 5	Benchmark III Grade 8	CIM
			size, shape, and location. *Identify the names of the fifty states and their location relative to other states.* *Locate, identify, and know the significance of major mountains, rivers, and land regions of Oregon.*	*rivers, cultural regions and countries in the world.*	*changes in countries over time.* *Locate and identify places and regions most prominent in contemporary events in Oregon, the United States, and the world.*
Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.	Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance.	Identify physical characteristics of places and compare them.	Identify physical and human characteristics of regions in the United States and the processes that have shaped them.	Identify and compare physical and human characteristics of major regions and significant places in the world.	Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.
			Eligible Content: *Identify and locate major landforms, bodies of water, vegetation, and climate found in regions of the United States.* *Identify the type of economic activity, population distribution, and cities found in regions of the United States.*	*Eligible Content:* *Locate and identify population centers and geographic reasons for their locations.* *Identify, locate, and compare the cultural characteristics of places and regions.* *Recognize relationships between the physical and cultural characteristics of a place or region.*	*Eligible Content:* *Apply geographic tools to identify change in a place over time, and to infer reasons for the change.*
Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.					
Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems).	Understand the distribution and movement of people, ideas, and products.		Identify patterns of migration and cultural interaction in the United States.	Identify and understand worldwide patterns of population distribution, migration, and cultural diffusion and interactions.	Understand how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas, and products.
			Eligible Content: *Understand how physical geography affects the routes, flow, and destinations of*	*Eligible Content:* *Identify patterns of population distribution and infer causes.*	*Eligible Content:* *Understand how transportation and communication systems of the present compare to those of*

Common Curriculum Goals	Content Standards	Benchmark I Grade 3	Benchmark II Grade 5	Benchmark III Grade 8	CIM
			migration. *Explain how migrations affect the culture of emigrants and native populations.*	*Recognize and identify patterns of migration streams in U.S. history.* *Understand how migration streams affect the spread of cultural traits.*	*the past, and how this changes perceptions of space and time.* *Understand how communication and transportation technologies contribute to trade and cultural convergence.*
Understand economic, cultural, and environmental factors that influence changes in population and evaluate the consequences of the resulting increases or decreases in population.	Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors.		Identify and give examples of issues related to population increases and decreases.	Identify economic, cultural, and environmental factors that affect population, and predict how the population would change as a result.	Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries, or regions.
			Eligible content: *Identify and give examples of positive and negative impacts of population increases or decreases.*	*Eligible content:* *Identify and give examples of economic, cultural, and environmental factors that influence population.* *Predict the affect of a given economic, cultural, or environmental change on a population.*	*Eligible content:* *Evaluate the consequences of economic, cultural, or environmental changes on a given population.*
Understand how people and the environment are interrelated.	Understand how humans affect the physical environment.	Understand how peoples' lives are affected by the physical environment.	Understand how physical environments are affected by human activities.	Understand how human modification of the physical environment in a place affects both that place and other places.	Understand human modifications of the physical environment and analyze their global impacts and consequences for human activity.
			Eligible Content: *Understand how and why people alter the physical environment.* *Describe how human activity can impact the environment.*	*Eligible Content:* *Understand how the process of urbanization affects the physical environment of a place, the cultural characteristics of a place, and the physical and human characteristics of the surrounding region.* *Understand how clearing vegetation affects the physical environment of a place and other places.*	*Eligible Content:* *Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.* *Identify and understand different methods of extracting and using resources and analyze and compare the affect on the environment.*
	Understand how physical characteristics in the		Understand how human activities are affected by the	Understand how changes in a physical environment affect	Identify and give examples of changes in a physical

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	characteristics in the environment and changes in the environment affect human activities.		activities are affected by the physical environment.	physical environment affect human activity.	changes in a physical environment, and evaluate their impact on human activity in the environment.
			Eligible Content: *Identify constraints on human activity caused by the physical environment.* *Understand how the physical environment presents opportunities for economic and recreational activity.*	*Eligible Content:* *Understand how changes in the physical environment can increase or diminish capacity to support human activity.* *Understand how climatic events or climate change affect human activity.* *Predict how changes in an ecosystem (not caused by human activity) might influence human activity.*	*Eligible Content:* *Identify and give examples of changes in human activity due to changes in the physical environment, and analyze the impact on both.*
Understand how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.					
Understand the geographic results of resource use and management programs and policies.					

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Social Sciences

HISTORY: Relate significant events and eras in United States and world history to past and present issues and developments.

Common Curriculum Goals	Content Standards	Benchmark I Grade 3	Benchmark II Grade 5	Benchmark III Grade 8	CIM
HISTORICAL SKILLS Interpret and reconstruct chronological relationships.	Understand, represent, and interpret chronological relationships in history.	Understand calendar time sequences and chronological sequences within narratives.	Interpret data and chronological relationships presented in timelines and narratives.	Represent and interpret data and chronological relationships from history, using timelines and narratives.	Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from U.S. history.
			Eligible Content: *Order events found in historical narratives.* *Calculate time and infer information from timelines.*	*Eligible Content:* *Identify and create chronologies of events.* *Compare and contrast historical interpretations.*	*Eligible Content:* *Reconstruct the chronological order of significant events related to historical developments.* *Interpret the relationship of events occurring over time.* *Interpret timelines, charts and graphs illustrating chronological relationships.*
Analyze cause and effect relationships, including multiple casualties.	Identify and analyze cause and effect relationships in history.		Identify cause and effect relationships in a sequence of events.	Distinguish between cause and effect relationships and events that happen or occur concurrently or sequentially.	Compare and contrast institutions and ideas in history, noting cause and effect relationships.
Understand, recognize and interpret change and continuity over time.	Interpret and represent chronological relationships and patterns of change and continuity over time.		Understand how history can be organized using themes, geography, or chronology.	Identify and give examples of chronological patterns and recognize them in related events over time.	Recognize and interpret continuity and/or change wth respect to particular historical developments in the 20th century.
Identify and analyze diverse perspectives on and historical interpretation of historical issues and events.	Identify and analyze various perspectives and interpretations of historical issues and events.		Identify primary and secondary sources.	Evaluate data within the context it was created, testing its reliability, credibility, and bias.	Understand how contemporary perspectives affect historical interpretation.
Understand relationships among events, issues, and developments in different spheres of human activity (i.e. economic, social, political, cultural).					

Common Curriculum Goals	Content Standards	Benchmark I Grade 3	Benchmark II Grade 5	Benchmark III Grade 8	CIM
WORLD HISTORY Understand and interpret events, issues, and developments within and across eras of world history.	Understand the importance and lasting influence of issues, events, people, and developments in world history.			Understand the political, economic, and cultural impact, and lasting influence of early civilizations on world development.	Understand the causes, characteristics, lasting influence, and impact of political, economic, and social developments in world history.
				Eligible Content: *Understand the major characteristics and historical influence of the early civilizations of Mesopotamia, Indus River Valley, Egypt, the Americas, Greece,* *Identify and give examples of the political, economic, and social characteristics of the Roman Republic and Empire and how they are reflected in the law, government, economy and society of the United States.* *Understand the importance of the rise of Islam and its interaction with Europe.* *Understand the development of the empires and kingdoms of sub-Saharan Africa, Imperial China, and feudal Japan.* *Understand the major developments and societal impact of feudalism, the church, and the rise of cities in the European Middle Ages.* *Understand the characteristics and impact of Renaissance thinking, art, and learning.*	*Eligible Content:* *Understand how innovations in industry and transportation created the factory system, which led to the Industrial Revolution and transformed capitalism.* *Understand how the Agricultural Revolution contributed to and accompanied the Industrial Revolution.* *Understand the concepts of imperialism and nationalism.* *Understand how European colonizers interacted with indigenous populations of Africa, India and Southeast Asia, and how the native populations responded.* *Understand the major consequences of imperialism in Asia and Africa at the turn of the century.* *Understand Japanese expansion overseas and the consequences for Japan and Asia during the 20th century.* *Understand the impact of the Chinese Revolution of 1911, and the cause of China's Communist Revolution in 1949.* *Identify and understand the causes and consequences of the Russian Revolution of 1917, and the impact on politics in nations around the world.* *Identify and understand the causes and consequences of*

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					the Mexican Revolution of 1911-1917. *Identify and understand the causes of WWI and the reasons why the United States entered this war.* *Understand the character of the war on the western and eastern fronts in World War I, and how new military technology contributed to the scale and duration of the war.* *Understand how the terms of the Versailles Treaty and the social and economic challenges of the postwar decade set the stage for World War II.* *Understand how the United States and other nations responded to aggression in Europe and Asia during the first half of the 20th century.* *Understand isolationism and the military and economic mobilization of the United States prior to and during World War II, and its impact on American society.* *Understand the character of the war in Europe and the Pacific, and the role of inventions and new technology on the course of the war.* *Understand the systemic campaign of terror and persecution in Nazi Germany.* *Understand the response of the world community to the Nazis and to the Holocaust.* *Identify and understand the causes and consequences of the resistance movement in India.* *Understand the division of Europe after WWII leading to the Cold War.* *Understand the impact of the Cold War on individuals, groups*

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					and nations. *Understand the causes and impact of the Korean and Vietnam Wars.*
U.S. HISTORY Understand and interpret events, issues, and developments within and across eras of U.S. history.	Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history.		Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history from pre-history through the period of the American Revolution.	Understand how individuals, issues and events changed or significantly influenced the course of U.S. history post American Revolution through 1900.	Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900.
			Eligible Content: *Identify and understand the groups living in the Western Hemisphere before European exploration, their ways of life, and the empires they developed.* *Understand the impact of early European exploration on Native Americans and on the land.* *Understand the impact of individuals through the period of the American Revolution, on ideas, ways of life or the course of events in U.S. history.* *Understand the colonial experience and how it led to the American Revolution.* *Identify and understand the causes, course, and impact of the American Revolution, including the roles of George Washington, Samuel Adams, and Thomas Jefferson.*	*Eligible Content:* *Identify and understand the issues and events that were addressed at the Constitutional Convention.* *Trace the route and understand the significance of the Lewis and Clark Expedition.* *Understand the effects of 19th century westward migration, the idea of Manifest Destiny, European immigration, and rural to urban migration on indigenous populations and newcomers in the United States.* *Understand the effects of Jacksonian Democracy on political practices.* *Recognize and understand conditions of the African slave trade and experiences of enslaved African Americans and "free Blacks" in the United States.* *Understand how the abolitionists advocated for the end of slavery and the impact of their activities.* *Understand how African Americans dealt with the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.* *Identify and understand the*	*Eligible Content:* *Identify and understand the effects of 19th century reform movements on American life in the early 20th century.* *Understand the concerns, successes and limitations of Progressivism.* *Understand how new inventions, new methods of production and new sources of power transformed work, production, and labor in the early 20th century.* *Understand the changes in society and culture in the early 20th century.* *Understand the causes of the Great Depression and the effect of the Great Depression on the American family.* *Understand how the Franklin D. Roosevelt administration and the New Deal addressed the Great Depression, redefined the role of government, and had a profound impact on American life.* *Understand the changes that created the economic boom after World War II.*

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				events that led to the Civil War. *Understand the political, economic, and social causes, course, and impact of the Civil War.* *Understand how Reconstruction affected the country.* *Identify and understand Constitutional changes that resulted from the Civil War and Reconstruction.* *Understand the effects of Indian Wars and the opening of the West on Native American tribes.* *Understand the effects of the Irish potato famine in the mid-1800s on the U.S. society.* *Understand the motivations for territorial expansion to the Pacific Ocean/Hawaii ("Manifest Destiny").* *Understand the effect of territorial expansion on other nations and their people.*	
STATE & LOCALHISTORY Understand and interpret the history of the state of Oregon.	Understand and interpret events, issues, and developments in Oregon history.		Understand how individuals changed or significantly influenced the course of Oregon state history	Understand how various groups of people were affected by events and developments in Oregon state history	Understand the causes, characteristics and impact of political, economic and social developments in Oregon state history
			Eligible Content: *Identify significant people in the history of Oregon from pre-history through the period of the American Revolution.*	*Eligible Content:* *Identify and understand significant events, developments, groups and people in the history of Oregon from post-American Revolution until 1900.*	*Eligible Content:* *Identify and understand significant events, developments, groups and people in the history of Oregon after 1900.*
			Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from pre-history through the period of the American	*Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from post-American Revolution until 1900.*	*Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon after 1900.*

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			Revolution.		
					Consider and analyze different interpretations of key events and/or issues in history from the perspective of Oregon.
Understand and interpret events, issues, and developments in the history of one's family, local community, and culture.	Understand and interpret events, issues, and developments in local history.	Understand events from local history.	Understand how individuals changed or significantly influenced the course of local history.	Understand the lasting influence of events and developments in local history.	Understand the causes, characteristics and impact, and lasting influence of political, economic, and social developments in local history.

FOR MORE INFORMATION: Please contact Andrea Morgan at (503) 378-3600, Ext. 2289 or by email: andrea.morgan@state.or.us

Social Sciences

SOCIAL SCIENCE ANALYSIS: design and implement strategies to analyze issues, explain perspectives, and resolve issues using the social sciences.

Common Curriculum Goals	Content Standards	Benchmark I Grade 3	Benchmark II Grade 5	Benchmark III Grade 8	CIM
Define and clarify an issue so that its dimensions are well understood.	Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.	Identify an issue or problem that can be studied.	Examine an event, issue, or problem through inquiry and research.	Clarify key aspects of an event, issue, or problem through inquiry and research.	Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.
Acquire and organize materials from primary and secondary sources.	Gather, use, and evaluate researched information to support analysis and conclusions.	Gather information relating to an issue or problem.	Gather, use, and document information from multiple sources (e.g. print, electronic, human, primary, secondary).	Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.	Gather, analyze, use, and document information from various sources, distinguishing facts, opinions inferences, biases, stereotypes, and persuasive appeals. Understand what it means to be a critical consumer of information.
Explain various perspectives on an event or issue and the reasoning behind them.	Understand an event, issue, problem, or phenomenon from multiple perspectives.	Identify and compare different ways of looking at an event, issue, or problem.	Identify and study two or more points of view of an event, issue, or problem.	Examine a controversial event, issue, or problem from more than one perspective.	Analyze an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.
Identify and analyze an issue.	Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.	Identify how people or other living things might be affected by an event, issue, or problem.	Identify characteristics of an event, issue, or problem, suggesting possible causes and results.	Examine the various characteristics, causes, and effects of an event, issue, or problem.	Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.
Select a course of action to resolve an issue.	Identify, compare, and evaluate outcomes, responses, or solutions, then reach a supported conclusion.	Identify possible options or responses, then make a choice or express an opinion.	Identify a response or solution and support why it makes sense, using support from research.	Consider two or more outcomes, responses, or solutions, identify their strengths and weaknesses, then conclude and justify which is the best.	Propose, compare, and judge multiple responses, alternatives, or solutions, then reach a defensible, supported conclusion.

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